



### INTENT

Aspire

Designers and makers from Morley Meadow Primary School are engaged through enquiry and questioning of the world they live in. They are learning through an inspiring, practical and cross-curricular approach allowing them to experience and hone techniques whilst using their imagination to communicate what they see and feel.

They are explorative, questioning, risk-taking, critical, reflective, practical, thoughtful, challenging, independent, observational, analytical, creative, imaginative and expressive.

Skills, techniques, vocabulary and questioning are taught progressively to ensure all learners develop as they move through the school. Children's imaginations are captured through thematic learning, making real and purposeful links which give meaning to the curriculum. Our work is enhanced by learning about famous artists/makers in a variety of fields, discovering and working with local artists/makers and exploring our rich local environment to open the Arts to all learners.

Alongside this we nurture an understanding of how the historical and cultural influences have shaped the development of the subject. We access the curriculum through a wide range of media, tools and materials allowing children to explore and choose for themselves to make their work personal and reflective.

### IMPLEMENTATION

Aspire

The National Curriculum is taught through the Cornerstones planning structure – tailored to suit our curriculum and learners. Class teacher delivery of planning which is shaped and overseen by the subject lead. Sketchbook approach for individual planning, designing, experimentation and evaluative work. Writing opportunities to link to topics and provide purposeful practice of written skills. Focus on discussion, debate, questioning, awe, wonder and creativity. Our implementation is shaped by our belief that all children are artists and makers regardless of background, ability or additional needs and it allows learners to flourish.

YF	Y1	Y2	Y3	Y4	Y5	Y6
<p><u>Exploring and using media and materials</u> Safely use and explore a variety of materials, tools and techniques Experiment with colour, design, texture, form and function <u>Being imaginative</u> Use what they have learned about media and materials in original ways, thinking about uses and</p>	<p><u>Design.</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <u>Make.</u> Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <u>Evaluate.</u> Explore and evaluate a range of</p>		<p><u>Design.</u> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <u>Make.</u> Select from and use a wider range of tools and equipment to perform practical tasks accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <u>Evaluate.</u> Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world</p>			

purposes  
Represent their own thoughts and feelings through design and technology and art  
Technology  
Select and use technology for particular purposes.

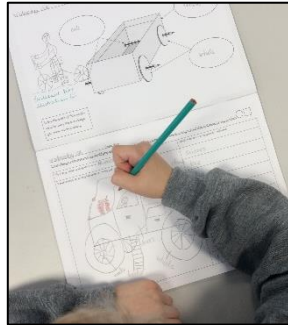
existing products. Evaluate their ideas and products against design criteria.  
Technical knowledge. Build structures, exploring how they can be made stronger, stiffer and more stable  
Explore and use mechanisms in their products.  
Cooking and nutrition. Use the basic principles of a healthy and varied diet to prepare dishes.  
Understand where food comes from.

Technical knowledge. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Understand and use mechanical systems in their products  
Understand and use electrical systems in their products. Apply their understanding of computing to program, monitor and control their products.  
Cooking and nutrition. Understand and apply the principles of a healthy and varied diet  
Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, know where and how ingredients are grown, reared, caught and processed.

### IMPACT

Children will show achievement through independently applying the knowledge learned; this will be evidenced through:  
End of unit assessments  
Scrapbooks/sketchbooks  
Critical assessment of own and others work  
Progression of skills specific to DT, vocabulary, questioning and critical thinking  
Writing linked to skills  
Display  
Lesson observations and discussions with pupils  
Pupil voice completed at the end of each unit  
Annual pupil questionnaire

### PHOTOGRAPHIC EVIDENCE



Achieve